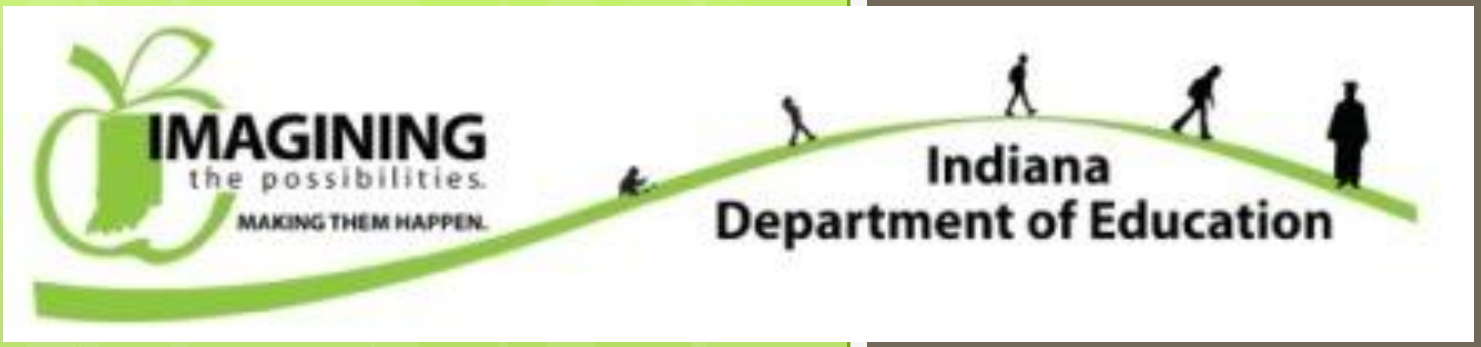

Process Standards for Mathematics

Indiana's Academic Standards

Fifth Grade: Fractions in Context

Agenda

1. Become familiar with the Process Standards for Mathematics.

2. Work the task.

3. View the video.

4. Debrief the video.

Become familiar with the Process Standards for Mathematics.

- Read the brief descriptions of the 8 Process Standards for Mathematics (PS).
- Underline key words for each PS.
- In small groups, share your thoughts or questions about each PS. Be prepared to share your understanding of the PS with the rest of the participants.

Work the task

Last year, Mrs. Kirkham's mom planted a garden of cucumbers. She got 2 ½ bushels of cucumbers. She wants to increase the size of the garden by half this year. If she does this, how many bushels of cucumbers can she expect to get?

IAS-M Connection

5.AT.4

Solve real-world problems involving division of unit fractions by non-zero whole numbers, and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem).

Expectations for Viewing the Video

- Assume there are many things you do not know about the classroom and the students.
- Assume good intent and expertise on part of the teacher.
- Keep focused on how the students are engaging in the task.

Adapted from *Classroom Discussions: Using Math Talk to Help Students Learn*, 2009, 2nd edition, p.156

View the Video

During the video, when you see the light bulb appear, it is an indication you should pay special attention to the students' and teacher's actions.

Record what you see happening on the Video Analysis Matrix.

Debrief the Video

- For each row on your Video Analysis Recording Sheet, discuss what you noticed while you watched the video in your small group.

- Then determine which PS you believe was best exhibited in the classroom during this time period.

Additional Questions

1. How does the task chosen by the teacher foster the PS?
2. How does the teacher facilitate (prompt) the PS in this video?
3. What type of classroom environment supports the PS?
4. Are there additional PS that could be embedded into the lesson?